

Why utilize the CASB-HYA 360 Evaluation Process?

Currently, there are no statewide Colorado superintendent standards or a formal, uniform evaluation tool. As a result, evaluation of this mission-critical role is left entirely to local boards of education and varies significantly from district to district. While a small number of districts have established robust and effective evaluation practices, many are still in varying stages of development. The CASB-HYA 360 Superintendent Evaluation Process is grounded in the eight most commonly used superintendent standards nationwide and is intentionally designed to address this gap.

The CASB-HYA Superintendent Evaluation Process serves two primary purposes. First, it provides the superintendent with a clear, written evaluation reflecting feedback from the Board of Education on performance as the district's chief executive officer. Second, it generates meaningful data and insights to support the superintendent—and the broader leadership team—in strengthening their contributions to the district's continuous improvement efforts through an open, transparent, and growth-oriented process.

CASB, in partnership with HYA, facilitates the evaluation and provides the research-based feedback instruments. As an independent, third-party facilitator, CASB-HYA reduces personal bias and delivers an objective, evidence-based report that supports reflection, professional growth, and accountability, while also meeting contractual and legislative requirements.

A strong, trusting relationship between the Board of Education and the superintendent is essential to district success. The CASB-HYA 360 Evaluation Process fosters a shared understanding of expectations and culminates in an actionable report that informs future goals, strengthens alignment, and enhances superintendent performance.

Advantages of a third-party, formative evaluation

In addition to incorporating stakeholder input, this process offers several distinct advantages:

- Guaranteed anonymity for stakeholders participating in interviews or the 360-degree survey, ensuring candid and honest feedback
- Raw data retained by CASB as an independent third party
- Objective reports and presentations grounded in evidence
- Evaluation instruments designed to minimize and control for bias

Overview of the process

The Board evaluates the superintendent based on previously agreed-upon—ideally measurable—goals to assess progress toward established key performance indicators. Through a combination of surveys and interviews, CASB-HYA gathers raw data to inform a comprehensive, practical 360-degree evaluation. The resulting report highlights strengths, identifies opportunities for growth, and supports a collaborative dialogue around goal setting for the year ahead. CASB-HYA then debriefs both the Board and the superintendent, facilitating a reflective conversation focused on the past year's performance and priorities for the year to come.

Evaluation Standards for Superintendent (A typical evaluation focuses on eight major areas)

1. Visionary and Educational Leadership: Assesses the superintendent's effectiveness in establishing, communicating, and leading a coherent vision that advances student success and district priorities.

2. Student Achievement and Academic Outcomes: Evaluates the superintendent's impact on student performance, growth, and overall academic success.

3. Board Governance and Policy Leadership: Examines the superintendent's effectiveness in working with the Board of Education and implementing board-adopted policies.

4. Organizational Management and Operations: Focuses on the superintendent's leadership of district operations, resources, and systems to support teaching and learning.

5. Human Resource and Personnel Leadership: Assesses the superintendent's leadership in recruiting, developing, supporting, and retaining a high-quality workforce.

6. Communication, Community Relations, and Stakeholder Engagement: Evaluates the superintendent's effectiveness in communication and engagement with internal and external stakeholders.

7. Culture, Climate, and Human Relations: Assesses the superintendent's role in fostering a positive, inclusive, and supportive district culture.

8. Ethics, Professionalism, and Values: Evaluates the superintendent's ethical conduct, professionalism, and adherence to legal and professional standards.

HYA / CASB 360 Superintendent Evaluation

Executive Summary

The HYA/CASB 360 Superintendent Evaluation is a comprehensive, standards-based process designed to support effective governance, strengthen board–superintendent relations, and promote continuous leadership growth. Developed in partnership between the Colorado Association of School Boards (CASB) and Hazard, Young, Attea & Associates (HYA), this evaluation model aligns superintendent performance with district priorities, strategic goals, and key performance indicators.

Purpose and Approach

The evaluation framework emphasizes clarity, consistency, and constructive feedback. It incorporates multiple perspectives—including board members, district leadership, and, when appropriate, staff and community stakeholders—to provide a balanced and meaningful assessment of superintendent performance. The process is customized to reflect the unique context, size, and priorities of each school district and becomes more useful when used over multiple years.

Evaluation Phases

The evaluation is conducted through a structured, three-phase process:

Planning Phase

The process begins with coordination between CASB-HYA and the Board President to establish timelines and expectations. District strategic goals and Key Performance Indicators (KPIs) are reviewed and confirmed. The superintendent completes a self-evaluation, and board members complete an evaluation survey. A 360-degree feedback component may be included at the Board’s discretion.

Administration Phase

HYA consultants collect, analyze, and synthesize all evaluation data, including surveys and 360-degree feedback when applicable. Findings are summarized and presented to the Board and Superintendent. KPIs are validated as the evaluation metrics, and the superintendent updates goals and professional growth documentation for review.

Implementation Phase

The Board and consultant review cumulative findings to determine the evaluation rating and narrative. The Board meets with the Superintendent to discuss results, finalize the evaluation, and formally approve the final rating.

Roles and Support

The District schedules meetings and designates a primary contact for coordination. Throughout the process, HYA consultants provide guidance, facilitation, and professional counsel to both the Board and Superintendent.

Sample Fee:

LARGE DISTRICT	Survey–150 stakeholders, 20 interviews (Board, Direct Reports, Community), two days in district with consultant	\$10,000
SMALL-MEDIUM DISTRICT	Survey–50 stakeholders, 10 interviews (Board, Direct Reports, Principals), two days with consultant	\$7,500
SMALL-MEDIUM DISTRICT	Survey–30 stakeholders, 10-14 interviews (Board, Direct Reports, Principals), consultant works remotely	\$5,000
SMALL-MEDIUM DISTRICT	Survey same as 10-14 Interviews (Board primarily—some direct reports), consultant works remotely	\$3,500

HYA/CASB formal interview questions:

1. What are your perceptions of the superintendent's overall effectiveness?
2. What are the superintendent's strengths and assets?
3. Please share what you think are some of the superintendent's most notable accomplishments?
4. What are some areas for growth that would benefit the superintendent and the district?
5. Finally, let's say the superintendent swings by your office or gives you a call to ask for some "off the record" advice on what he/she could do to do a better job and/or make things better for students and staff. What would you tell him/her?

[CASB-HYA Superintendent Framework](#) which is customizable to the needs of the district.

[HYA/CASB Standards](#) and indicators are found here. These are the 8 national standards that are most used in the United States.

[Sample 360 Survey](#) found here. Note, this can be adapted to the district and specific initiatives.

